

SUMMARY
September 4, 2015 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
Central Indiana Education Service Center
Indianapolis, IN

<u>Council Members:</u>	<u>Present</u> <u>(Yes/No)</u>
Tiffany Ball , parent representative	N
Sirilla Blackmon , Division of Mental Health & Addiction, FSSA	Y
Rich Burden , Council Chair, IN*SOURCE and parent representative	Y
Michael Dalrymple , Indiana School for the Blind and Visually Impaired	N
Kim Dodson , ARC of Indiana	Y
Gina Fleming , Archdiocese of Indianapolis	Y
Melaina Gant , Department of Child Services	Y
Carol Guess , parent representative	Y
James Hammond III , Indiana Assoc of Rehabilitation Facilities/INARF	N
Kylee Hope , Division of Disability & Rehabilitation Services, FSSA	Y
Jan Huffman , parent representative	Y
Latha Joseph , Indianapolis Public Schools	N
Lisa Kovacs , Hands & Voices International and parent representative	N
Jodi Logman , community representative	N
John Nally , Indiana Department of Corrections	Y
Danny O’Neill , parent representative	N
Shirley Payne , Indiana State Department of Health	Y
Patty Reed , About Special Kids and parent representative	N
Dr. Sharon Johnson-Shirley , Lake Ridge Schools	Y
Kristi Tesmer , parent representative	Y
Dr. George Van Horn , Bartholomew Consolidated School Corporation	Y
Lucy Witte , Indiana School for the Deaf Board	Y
Dr. Pam Wright , Indiana Department of Education	Y
Also Present:	
Tracy Brunner, Dana Long, IDOE	

Call to Order

Chair Rich Burden called the meeting to order at 9:32 a. m.; fifteen of twenty-three members were present.

Action Items

Kristi Tesmer moved and Melaina Gant seconded to approve the summary of the April 2015 meeting, and the motion passed.

Kristi Tesmer moved to approve the June 2015 meeting summary. Kim Dodson seconded. The motion passed.

Melaina Gant moved, and Sharon Johnson-Shirley seconded to approve the following council meeting dates:
March 10, 2016 June 9, 2016 September 8, 2016 and November 10, 2016
The motion passed. Council members were reminded that council meeting dates are posted at the Indiana Department of Education web site at <http://www.doe.in.gov/specialed/state-advisory-council>.

Discussion Items

The following vision statements, shared by council members at the June 2015 meeting, were posted around the meeting room to guide discussion about first clarifying, then prioritizing these to direct the Office of Special Education’s focus in strategic planning for the coming year. Each council member who was present for this discussion then identified which of these were the highest priorities in his or her view by casting 1 or more of the three “votes” allotted to each member.

<u>Visions of Council Members</u>	<u>Votes Received</u>
Student and parent knowledge of/access to all diploma options	10
Expanded career & technical education & training opportunities for students	8
Increased supports for students’ mental health needs	7
Changes in state education funding	7
Higher education curriculum changes to prep teachers to reach all students in the Least Restrictive Environment	4
Special educator recruitment and retention	4
Better communication with and training for parents	2
Eliminate distinctions and stigmas between “special” and “general” education	0

There was general discussion about how best to organize future council meetings to address the highest priorities in accordance with the statutory responsibilities of the council set out in IC 20-35-3-1. Pam Wright suggested, and members present agreed, that these should be listed under standing discussion items on the council’s meeting agenda. Additional discussion centered on past practices, composition and roles of the SAC Legislative Committee and the current council members’ preferences for these in the future.

Informational Items

Dana Long, the attorney who directs the work of the Office of Special Education Due Process Team, presented the annual Due Process update and shared historical data on the numbers of special education complaints, due process hearings and mediations conducted. She explained the terms used in the reported data, described how her staff and contractors conduct these processes, and fielded council members’ questions.

IDOE Director of Special Education Pam Wright shared information, responded to questions and comments on:

- State Personnel Development Grant funds that Indiana was recently awarded by the federal government to increase the number of high quality teachers (i.e., those rated effective or highly effective), increase the number of students with access to high quality teachers, and improve student transitions and post-school outcomes.
- State Determinations from the U.S. Department of Education: Indiana received the highest rating (“meets requirements”) for a second consecutive year
- Professional Development offered by the Office of Special Education targeting the following entities and topics: new Local Directors of Special Education, Charter Schools, CHOICE school vouchers, data collection
- Ongoing Office of Special Education staff professional development
- Development and pilot phase implementation of the State specific component of the federally required State Systemic Improvement Plan

SAC Legislative Committee Chair Kim Dodson updated everyone regarding the work of the legislature's Interim Study Committee on Education with regard to state rules on identification of children with developmental delays, diploma options, testing requirements and personnel shortages.

Council Member Reports and Concerns

There was lengthy discussion about diploma options and equivalents in the state and concerns of business leaders/employers about criteria or credentials to identify Indiana high school students who have basic math and reading skills necessary for employment and careers that do not require college education.

At the Chair's request, council members offered ideas about content for a letter to the State Board of Education regarding the SAC's recommendations on diploma requirements and the wording of state laws and administrative rules regarding those. By general consensus, the Council agreed that Kim Dodson will draft and circulate the letter for their review and comment, then finalize it by September 14 for submission to the SBOE by the Board's next meeting.

Public Comments

There were none.

Next SAC Meeting Date

The Chair noted that the advisory council's next meeting is scheduled for November 13, 2015.

Adjournment

The meeting adjourned at 12:09 p.m.

As of June 19, 2015, this is the remainder of the council's previously approved 2015 meeting schedule:

Friday, September 4, 2015

Friday, November 13, 2015

Proposed 2016 SAC meeting dates (based on recent SAC member poll):

Thursday, March 10, 2016

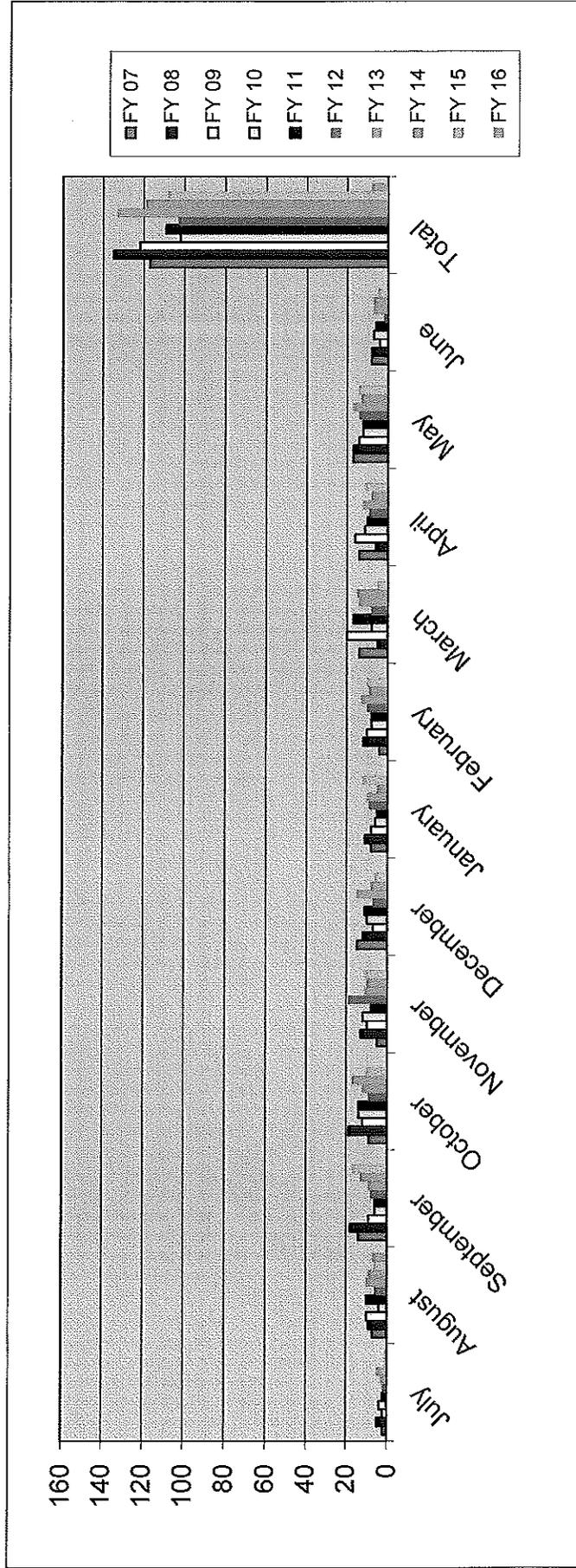
Thursday, June 9, 2016

Thursday, September 8, 2016

Thursday, November 10, 2016

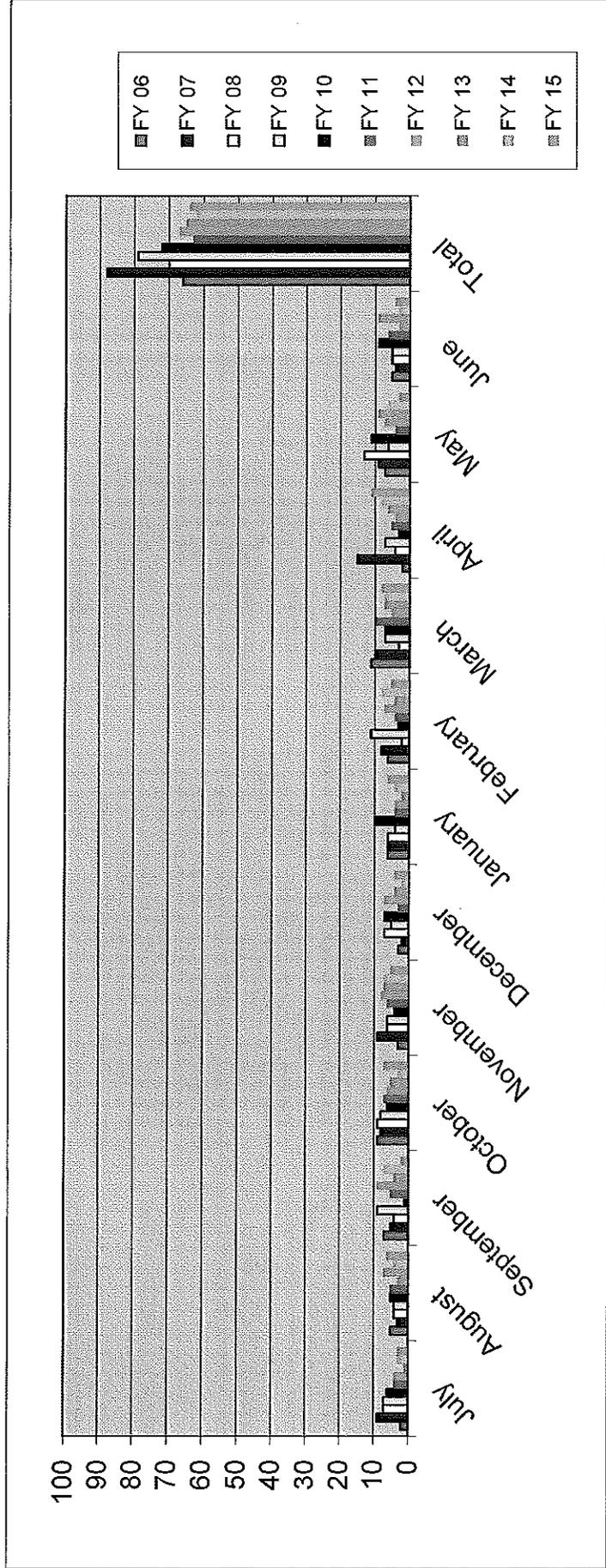
Filed Complaints

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
July	7	5	2	5	2	4	2	2	3	5	1	1
August	13	2	7	9	10	4	10	6	10	9	6	7
September	11	10	14	18	9	6	6	8	9	13	17	
October	9	8	9	19	12	14	14	9	12	17	10	
November	7	5	5	13	10	12	8	19	11	10	11	
December	5	2	15	12	7	10	11	7	15	8	6	
January	9	9	8	11	8	6	5	9	10	5	12	
February	17	9	4	12	10	8	8	10	13	9	10	
March	14	4	14	5	20	8	17	8	14	15	5	
April	9	11	14	6	16	11	10	9	12	8	11	
May	8	12	17	17	14	12	12	14	17	13	14	
June	5	3	8	8	4	7	6	2	7	7	5	
Total	114	80	117	135	122	102	109	103	133	119	108	8



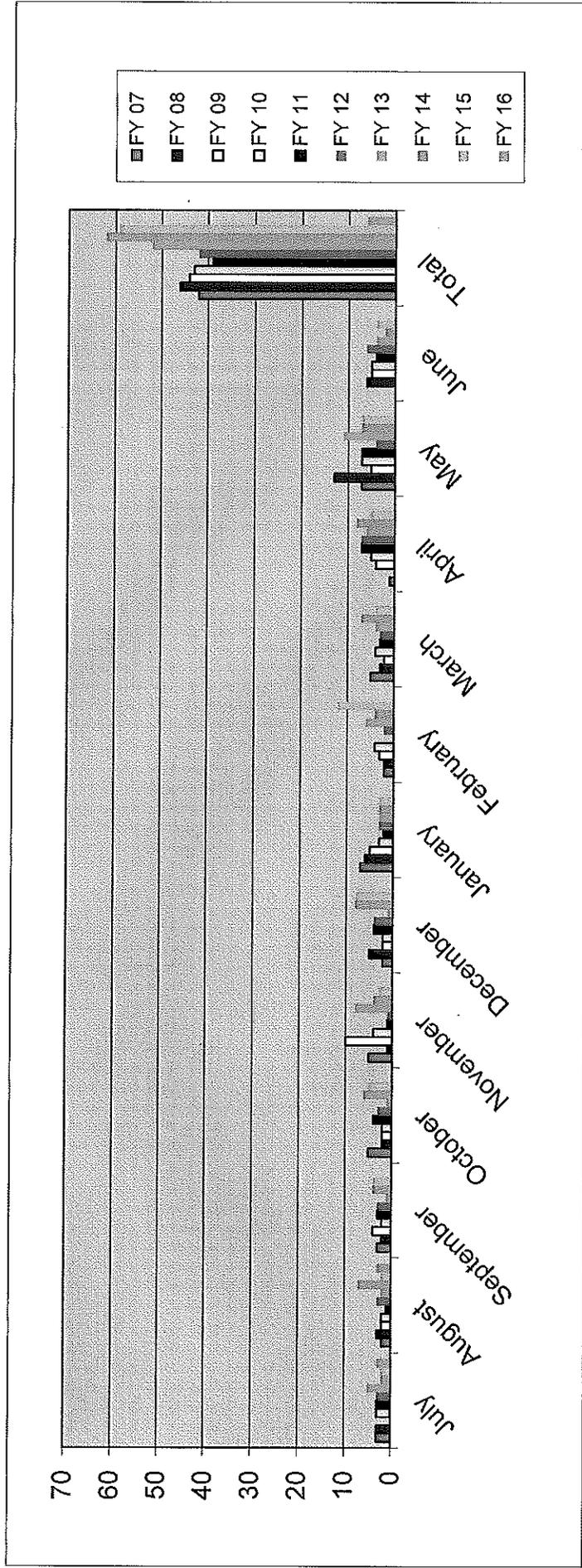
Due Process Hearings Filed

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
July	8	2	9	7	7	6	4	4	1	3	3	5
August	7	5	3	4	4	5	5	3	7	4	6	9
September	7	7	5	4	4	9	1	5	4	7	2	
October	7	9	8	9	8	6	7	6	5	3	7	
November	8	3	9	6	6	4	6	8	7	7	5	
December	8	3	2	7	5	7	3	7	4	2	4	
January	6	6	6	6	4	10	4	4	2	4	6	
February	3	6	8	2	11	3	4	7	4	8	5	
March	8	11	10	3	7	7	10	5	7	7	8	
April	7	2	15	4	7	3	5	4	6	8	11	
May	12	7	9	13	6	11	4	7	9	6	3	
June	6	5	4	5	5	9	6	3	9	3	4	
Total	87	66	88	70	79	72	63	67	65	62	64	14



Mediation Requests

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
July	3	0	3	3	0	3	3	3	5	2	2	3
August	3	0	2	3	2	2	1	3	2	7	2	3
September	1	3	3	2	4	2	3	3	1	4	4	
October	5	2	5	2	2	2	4	3	1	6	5	
November	4	2	5	1	10	4	1	1	8	4	3	
December	4	1	2	5	2	2	4	4	1	8	8	
January	6	2	7	6	5	3	2	3	3	3	3	
February	4	1	2	2	3	4	0	2	6	4	12	
March	0	4	5	3	2	4	3	3	4	7	4	
April	5	4	1	0	4	5	7	7	6	8	5	
May	7	8	7	13	5	7	7	4	11	7	7	
June	3	4	0	6	5	5	4	6	4	2	4	
Total	45	31	42	46	44	43	39	42	52	62	59	6



Oct. 19 - teacher shortages

- special ed funding
- ISTEP - Statewide Assessment
- School Testing Requirements

Interim Study Committee on Education

Sen. Dennis Kruse
Chairperson

Rep. Robert Behning
Vice Chairperson

Sen. Eric Bassler
Sen. Pete Miller
Sen. Frank Mrvan
Sen. Jeff Raatz
Sen. Earline Rogers
Sen. Mark Stoops

Rep. Terri Jo Austin
Rep. Anthony Cook
Rep. Dale DeVon
Rep. Sue Errington
Rep. Rhonda Rhoads
Rep. Vernon Smith



Authority: IC 2-5-1.3-4

MEETING AGENDA

Date: August 11, 2015
Time: 1:00 PM
Place: State House, 200 W. Washington St., House Chamber
City: Indianapolis, Indiana 46204
Meeting Number: 1

- (1) Call to order.
- (2) Introduction of members.
- (3) Study of the following topics concerning special education for developmentally delayed children:
 - (A) The categories of special education for which funding is provided for preschool, kindergarten, and elementary students.
 - (B) The number of children in preschool who are identified as developmentally delayed, and the amount and sources of funding for the identified children.
 - (C) The number of children identified in preschool as developmentally delayed who are placed in a different special education category or categories in kindergarten and grade 1.

If you wish to make a digital presentation while testifying during this meeting, please notify the Legislative Services Agency (LSA) not later than two regular business days prior to the meeting date in order to assure that appropriate equipment is available at the meeting site. To reserve equipment, please call (317)233-0696 and ask for the LSA staff person listed at the bottom of this document. A Microsoft PowerPoint presentation emailed to the LSA staff person or brought to the meeting on a memory card can be accommodated. If you wish to make an Apple Keynote presentation please plan to bring an Apple computer and a VGA adapter.

Posting Date: July 24, 2015

Legislative Services Agency Committee Staff:

200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel. 317.233.0696

Allen Morford, Attorney
Chuck Mayfield, Fiscal Analyst

other health impairment

(D) The estimated cost of providing services to special education services to students in kindergarten and grade 1 who were identified as developmentally delayed in preschool.

(4) Other business.

(5) Adjourn.

Note:

(A) Individuals who testify at the meeting who wish to distribute materials to the members of the committee are encouraged to bring at least twenty (20) copies for committee members and staff of the committee.

(P) Individuals who provide a PowerPoint or similar electronic presentation to the committee or has prepared written testimony are encouraged to provide an electronic or hard copy of the presentation or testimony to Allen Morford or Irma Reinumagi of the Legislative Services Agency so that the presentation written testimony may be attached to the meeting minutes.



Indiana
Department of Education

Developmental Delay

"a condition which represents a significant delay in the process of development. It does not refer to a condition in which a child is slightly or momentarily lagging in development. The presence of developmental delay is an indication that the process of development is significantly affected and that without special intervention, it is likely that educational performance at school age will be [negatively] affected" (McLean et al., 1991, p.1).

Office of Special Education

August 11, 2015



Learning Knows No Bounds

McLean, M., Smith, B., McCormick, K., Schakel, J., & McEvoy, M. (1991). *Developmental delay: Establishing parameters for a preschool category of exceptionality*. Position statement of the Division for Early Childhood, Council for Exceptional Children. Washington, DC: Council for Exceptional Children.

IDEA Regulations Related to Developmental Delay
for Children Ages 3 Through 9 Years

§ 300.111(b) Children experiencing developmental delays.

(b) Use of term developmental delay. The following provisions apply with respect to implementing the child find requirements of this section:

(1) A State that adopts a definition of developmental delay under Sec. 300.8(b) determines whether the term applies to children aged three through nine, or to a subset of that age range (e.g., ages three through five).

(2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction.

(3) If an LEA uses the term developmental delay for children described in Sec. 300.8(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.

(4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.

(c) Other children in child find. Child find also must include—

(1) Children who are suspected of being a child with a disability under Sec. 300.8 and in need of special education, even though they are advancing from grade to grade; and

(2) Highly mobile children, including migrant children.

(d) Construction. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in Sec. 300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.

(Authority: 20 U.S.C. 1401(3); 1412(a)(3))

INDIANA STATE BOARD OF EDUCATION
SPECIAL EDUCATION RULES
TITLE 511 ARTICLE 7
December 2014

511 IAC 7-41-6 Developmental delay (early childhood)

Sec. 6. (a) Developmental delay is a disability category solely for students who are at least three (3) years of age and not more than five (5) years of age, or five (5) years of age but not eligible to enroll in kindergarten. Developmental delay means a delay of either two (2) standard deviations below the mean in one (1) of the following developmental areas or one and one-half (1.5) standard deviations below the mean in any two (2) of the following developmental areas:

- (1) Gross or fine motor development.
- (2) Cognitive development.
- (3) Receptive or expressive language development.
- (4) Social or emotional development.
- (5) Self-help or other adaptive development.

(b) Eligibility for special education as a student with a developmental delay shall be determined by the student's CCC. This determination shall be based on the multidisciplinary team's educational evaluation report described in 511 IAC 7-40-5(e), which includes the following:

- (1) An assessment of the developmental areas listed in subsection (a) that must include at least one (1) of the following:
 - (A) An individually administered norm-referenced assessment.
 - (B) If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that:
 - (i) has been designed or may be adapted or modified for use with students who have a developmental delay or delays; and
 - (ii) is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.
- (2) A social and developmental history that may include, but is not limited to, the following:
 - (A) Communication skills.
 - (B) Social interaction skills.
 - (C) Play skills.
 - (D) Motor skills.
 - (E) Responses to sensory experiences.
 - (F) Relevant family and environmental information.
 - (G) Patterns of emotional adjustment.
 - (H) Unusual or atypical behaviors.
- (3) Available medical information that is developmentally relevant.
- (4) A vision and hearing screening.
- (5) A systematic observation of the student across various environments.
- (6) Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to:
 - (A) determine eligibility for special education and related services; and
 - (B) inform the student's CCC of the student's special education and related services needs.

Upper Age Limits for Developmental Delay by State

NECTAC Notes No. 27 January 2011

- In 1997, the federal Individuals with Disabilities Act (IDEA) allowed states to extend the age range for developmental delay from ages 3-5 to ages 3-9.
- Indiana is one of 19 states that still maintains age 5 as the upper age limit for developmental delay identification.
- Thirty (31) states extended the age range for developmental delay beyond age five.

Upper Age Limit for Developmental Delay	#	States
Age 4	1	CA
Age 5	19	AR, CO, CT, FL, IN, ME, MO, MT, NV, NJ, NY, OH, OR, PA, SD, TX, VT, WV and WI.
Age 6	2	MN, VA
Age 7	4	DC, MI, NC and UT
Age 8	10	AL, AK, DE, HI, KY, LA, NE, OK, RI, and WA
Age 9	14	AZ, GA, ID, IL, KS, MA, MD, MS, NH, NM, ND, SC, TN and WY.
All Ages	1	IA

CONTACT INFORMATION

Dr. Pamela Wright, Director, Office of Special Education pwright@doe.in.gov 317-232-6622

Ms. Christina Furbee, Program Specialist cfurbee@doe.in.gov 317-232-9142

Ms. Robin Parker, Data Manager rparker@doe.in.gov 317-232-0864

Indiana State Special Education Funding

Question 1:

The categories of special education for which funding is provided for preschool, kindergarten, and elementary students.

Disability	Amount for Pre-K per student Ages 5a-22	Amount for K- 12 per student Ages 5b-22
CATEGORY 1		
Autism Spectrum Disorder	\$2,750	\$8,800
Blind Low Vision	\$2,750	\$8,800
Cognitive Disability (Severe)	\$2,750	\$8,800
Deaf-Blind	\$2,750	\$8,800
Deaf or Hard of Hearing	\$2,750	\$8,800
Emotional Disability Full Time	\$2,750	\$8,800
Multiple Disabilities	\$2,750	\$8,800
Orthopedic Impairment	\$2,750	\$8,800
Traumatic Brain Injury	\$2,750	\$8,800
CATEGORY 2		
Cognitive Disability (Mild)	\$2,750	\$2,300
Cognitive Disability (Moderate)	\$2,750	\$2,300
Emotional Disability	\$2,750	\$2,300
Other Health Impairment	\$2,750	\$2,300
Specific Learning Disability	\$2,750	\$2,300
CATEGORY 3		
Language or Speech Impairment	\$2,750	\$500
Developmental Delay for Pre-k	\$2,750	\$0

Question 2:

The number of children in preschool who are identified as developmentally delayed and the amount and sources of funding for identified children

	Number of all Pre-K students	Number of DD students	State Funding per student	Total State Funding for DD	Federal Funding per student*	Total Federal Funding for DD	Total for DD	TOTAL All PRE-K STATE FUNDING
2010-11 (Dec 1, 2010)	18725	4,115	\$2,750	\$11,316,250	\$468	\$1,924,559	\$13,240,809	\$51,493,750
2011-12 (Dec 1, 2011)	18172	4,196	\$2,750	\$11,539,000	\$482	\$2,022,162	\$13,561,162	\$49,973,000
2012-13 (Dec 1, 2012)	18476	4,174	\$2,750	\$11,478,500	\$474	\$1,978,462	\$13,456,962	\$50,809,000
2013-14 (Dec 1, 2013)	18014	4,158	\$2,750	\$11,434,500	\$486	\$2,021,424	\$13,455,924	\$49,538,500
2014-15 (Dec 1, 2014)	17931	4,189	\$2,750	\$11,519,750	\$488	\$2,045,922	\$13,565,672	\$49,310,250

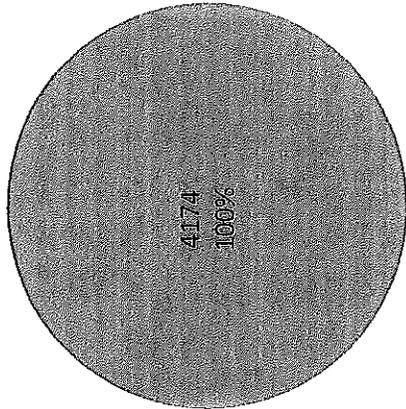
* Federal funds are not distributed by pupil count. This is a per pupil estimate based on the total Preschool grant award each year, divided by the number of total preschoolers receiving special education services.

Question 3:

The number of children identified in preschool as developmentally delayed who are placed in a different special education category in kindergarten and grade 1 (ages 5b-8)

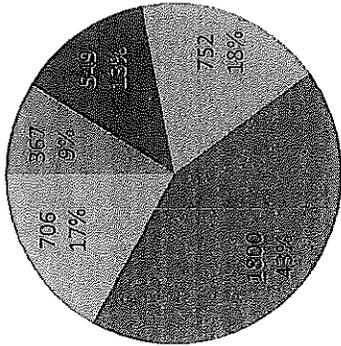
	2012-13 Pre-K Cohort	2013-14	2014-15
CATEGORY 1 STUDENTS			
Autism Spectrum Disorder		259	456
Blind/Low Vision		9	15
Cognitive Disability (Severe)		9	14
Deaf-Blind		1	0
Deaf or Hard of Hearing		6	13
Emotional Disability Full-Time		13	39
Multiple Disabilities		32	54
Orthopedic Impairment		34	55
Traumatic Brain Injury		4	9
Category 1 Subtotal		367	655
CATEGORY 2 STUDENTS			
Cognitive Disability (Mild)		159	291
Cognitive Disability (Moderate)		77	138
Emotional Disability		16	32
Other Health Impairment		178	330
Specific Learning Disability		119	231
Category 2 Subtotal		549	1022
CATEGORY 3 STUDENTS			
Language or Speech Impairment		752	1138
Category 3 Subtotal		752	1138
Developmental Delay in Pre-k	4174	1800	324
Dismissed/Unfunded		706	1035
Total DD Students		4174	4174

2012-13 Preschool



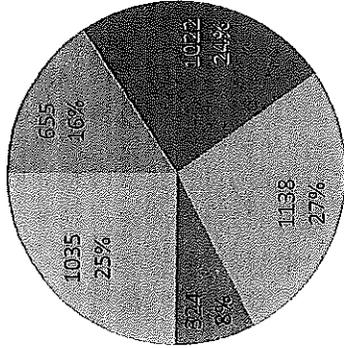
Developmental Delay in Pre-k

2013-14



- Category 1: Severe Disabilities
- Category 2: Mild/Moderate Disabilities
- Category 3: Speech or Language Impaired
- Developmental Delay Pre-K
- Did not receive services in kindergarten or first grade (possible DD)

2014-15



- Category 1: Severe Disabilities
- Category 2: Mild/Moderate Disabilities
- Category 3: Speech or Language Impaired
- Developmental Delay Pre-K
- Did not receive services in kindergarten or first grade (possible DD)

Question 4:

The estimated cost of providing services to students with disabilities in kindergarten and grade one who were identified as developmentally delayed in preschool = \$ 4,004,300.

CURRENT FUNDING	2012-13 Pre-K Cohort	2013-14	2014-15	2015 Funding Amounts*	Cost for DD in 2012-13	Cost for DD in 2013-14	cost for DD in 2014-15	Total cost for DD students beginning Pre-k in 2012-13
Category 1: Severe Disabilities		367	655	\$8,800		\$3,229,600	\$5,764,000	\$8,993,600
Category 2: Mild/Moderate Disabilities		549	1022	\$2,300		\$1,262,700	\$2,350,600	\$3,613,300
Category 3: Speech or Language Impaired		752	1138	\$500		\$376,000	\$569,000	\$945,000
Developmental Delay Pre-K	4174	1800	324	\$2,750	\$11,478,500	\$4,950,000	\$891,000	\$17,319,500
Did not receive services in kindergarten or first grade (possible DD)		706	1035	\$0		\$0	\$0	\$0
Total Number of Students	4174	4174	4174				\$0	\$0
Total Cost					\$11,478,500	\$9,818,300	\$9,574,600	\$30,871,400

* State funding for Pre-school has not changed since 1994

Funding Options:	2012-13 Pre-K Cohort	2013-14	2014-15	2015 Funding Amounts	Additional Cost for DD in 2012-13	Additional Cost for DD in 2013-14	Additional cost for DD in 2014-15	Estimated Cost
If DD is funded at Category 1 rate		706	1035	\$8,800	\$0	\$6,212,800	\$9,108,000	\$15,320,800
If DD is funded at current DD rate		706	1035	\$2,750	\$0	\$1,941,500	\$2,846,250	\$4,787,750
If DD is funded at Category 2 rate (Recommended Option)		706	1035	\$2,300	\$0	\$1,623,800	\$2,380,500	\$4,004,300

Council's question:

(1) the definition of a 'leaver' from the DOE report layout ?

Responses from Robin Parker, DOE Data Specialist:

The Federal and DOE-TR definitions of "leavers" are basically the same and are shown below.

Definitions of Reasons for Termination (Field 6) (DOE-TR)

1. **Transferred to regular education** - includes students who were served in special education at the start of the reporting period, but at some point between July 1, 2014, and June 30, 2015, returned to general education. The student no longer has an IEP and receives all educational services in the general education program. This would include students for whom the case conference committee determined were no longer eligible for services, as well as students for whom the parent has revoked consent for services.

2. **Graduated with a high school diploma** - includes students who exited their educational program upon receipt of a high school diploma. This does **not** include students who obtain a GED or exit with a certificate of completion or certificate of attendance. Note: Report GR (Graduate) record prior to the TR record submission, otherwise, the TR record will fail.

3. **Received a certificate** - includes students who exited their educational program and received a certificate of completion, certificate of attendance, or similar document. This does **NOT** include students who obtained a GED

4. **Reached maximum age of 22** - includes students who exited special education upon reaching the maximum age for receiving special education services.

5. Deceased

6. **Dropped out** - includes students who were enrolled as of July 1, 2014, but were not enrolled as of June 30, 2015, and did not exit special education through any of the other means. This includes drop outs, runaways, expulsions, students whose status is unknown, students who have moved but are **NOT** known to be continuing in another educational program, and students who obtain their GED.

7. **Moved, known to be continuing** - These students moved or otherwise transferred to another district and are KNOWN to be continuing in an educational program. **There does not need to be evidence that the students are continuing in special education only that the students are continuing in an educational program.** This includes students who are in residential centers, correctional facilities, charter schools or choice schools if those facilities operated as separate districts, excluding normal matriculation. **NOTE:** If students are continuing in **special ed**, they are NOT to be reported.

Definitions per the Federal 618 File Specs:

1.1 Definitions

The following definitions support this file:

Dropped out

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

- GED - In states where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.

Graduated with regular high school diploma

These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”

Moved, known to be continuing

These students moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

Reached maximum age

These students exited special education because of reaching the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

Received a certificate

These students exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This also includes students receiving any alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or a GED, so long as the student remained continuously enrolled in the secondary education program.

- GED – Received a certificate includes GED recipients when the state allows the students to receive a GED without dropping out of school (the students are jointly enrolled in secondary education and a GED program).

Transferred to regular education

These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. (See 34 CFR §300.300(b)(4))